DOCUMENT RESUME

ED 036 833 CG 005 005

TITLE	Strand V, Education for Survival; Safety Education, Grades K-3.
INSTITUTION	New York State Education Dept., Albany. Bureau of Elementary Curriculum Development.; New York State Univ. System, Albany.
PUB DATE	69
NOTE	47p.
EDRS PRICE	EDRS Price MF-$0.25 HC-$2.45
DESCRIPTORS	*Accident Prevention, Curriculum Planning, Elementary Education, *Elementary School Curriculum, Elementary School Teachers, *Health Education, *Instructional Materials, *Safety Education, School Safety, Traffic Safety

ABSTRACT

Safety attitudes are developed during early school years, thus safety education should be stressed by early elementary school teachers. Student objectives of safety education for grades K-3 are enumerated in the report. The publication is divided into nine sections: (1) traffic and pedestrian safety, (2) school bus safety, (3) bicycle safety, (4) fire safety, (5) house safety; (6) school safety, (7) winter safety, (8) spring and summer safety, and (9) holiday safety. Objectives, concepts and understandings, teaching aids and learning activities, and supplementary information for teachers are given. Also listed are student and teacher textbook references, audio-visual aids and additional miscellaneous. (MC/author)

ED036833

PROTOTYPE
CURRICULUM MATERIALS
FOR THE ELEMENTARY
AND SECONDARY GRADES

HEALTH

GRADES K-3

STRAND V EDUCATION FOR SURVIVAL

SAFETY EDUCATION

SPECIAL EDITION FOR EVALUATION AND DISCUSSION

THE UNIVERSITY OF THE STATE OF NEW YORK/THE STATE EDUCATION DEPARTMENT
BUREAU OF ELEMENTARY CURRICULUM DEVELOPMENT/ALBANY, NEW YORK 12224/1969

CG005005

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University (with years when terms expire)

1984	Joseph W. McGovern, A.B., LL.B., L.H.D., LL.D., D.C.L., Chancellor	New York
1970	Everett J. Penny, B.C.S., D.C.S., Vice Chancellor	White Plains
1978	Alexander J. Allan, Jr., LL.D., Litt.D.	Troy
1973	Charles W. Millard, Jr., A.B., LL.D., L.H.D.	Buffalo
1972	Carl H. Pforzheimer, Jr., A.B., M.B.A., D.C.S., H.H.D.	Purchase
1975	Edward M. M. Warburg, B.S., L.H.D.	New York
1977	Joseph T. King, LL.B.	Queens
1974	Joseph C. Indelicato, M.D.	Brooklyn
1976	Mrs. Helen B. Power, A.B., Litt.D., L.H.D.	Rochester
1979	Francis W. McGinley, B.S., LL.B., LL.D.	Glens Falls
1980	Max J. Rubin, LL.B., L.H.D.	New York
1971	Kenneth B. Clark, A.B., M.S., Ph.D., Litt.D.	Hastings on Hudson
1982	Stephen K. Bailey, A.B., B.A., M.A., Ph.D., LL.D.	Syracuse
1983	Harold E. Newcomb, B.A.	Owego
1981	Theodore M. Black, A.B.	Sands Point

President of the University and Commissioner of Education
Ewald B. Nyquist

Deputy Commissioner of Education
Herbert F. Johnson

Associate Commissioner for Instructional Services
Philip B. Langworthy

Assistant Commissioner for Instructional Services (General Education)
Bernard F. Haake

Director, Curriculum Development Center
William E. Young

Chief, Bureau of Elementary Curriculum Development
Robert H. Johnstone

Director, Division of General Education
Ted T. Grenda

Chief, Bureau of School Health Education
John S. Sinacore

ED036833

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

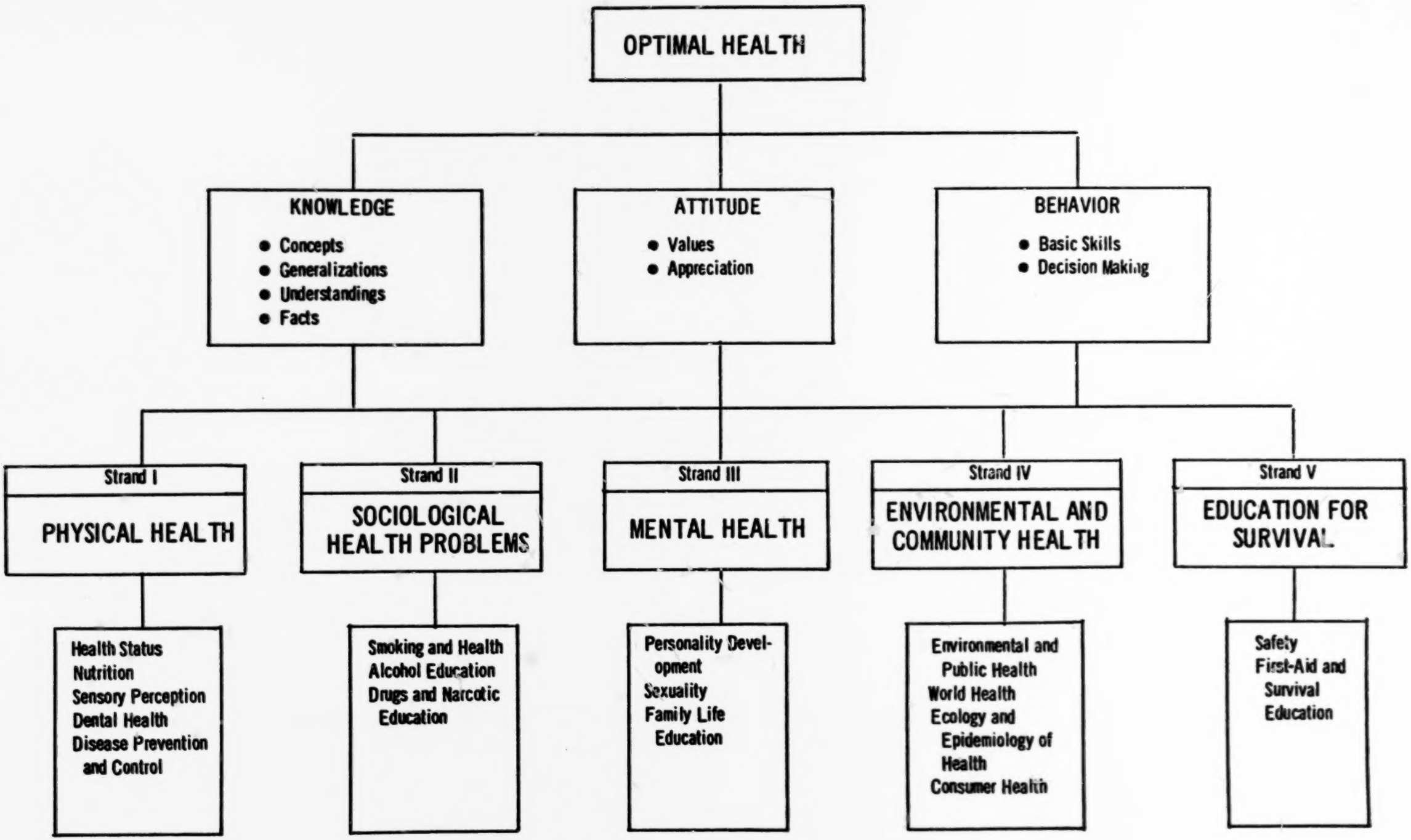
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

STRAND V

EDUCATION FOR SURVIVAL

Safety Education
Grades K-3

The University of the State of New York/The State Education Department
The Curriculum Development Center/Albany, New York 12224


OPTIMAL HEALTH
KNOWLEDGE
• Concepts
• Generalizations
• Understandings
• Facts
ATTITUDE
• Values
• Appreciation
BEHAVIOR
• Basic Skills
• Decision Making
Strand I
PHYSICAL HEALTH
Health Status
Nutrition
Sensory Perception
Dental Health
Disease Prevention and Control
Strand II
SOCIOLOGICAL HEALTH PROBLEMS
Smoking and Health
Alcohol Education
Drugs and Narcotic Education
Strand III
MENTAL HEALTH
Personality Development
Sexuality
Family Life Education
Strand IV
ENVIRONMENTAL AND COMMUNITY HEALTH
Environmental and Public Health
World Health
Ecology and Epidemiology of Health
Consumer Health
Strand V
EDUCATION FOR SURVIVAL
Safety
First-Aid and Survival Education

STRAND V

EDUCATION FOR SURVIVAL

Safety Education

Grades K-3

Overview

Safe living in contemporary society poses challenges to all Americans. Accidents are the leading cause of death of children in New York State and the Nation, and when all ages are considered, accidents rank fourth as a cause of mortality in the United States.

Since the safety attitudes developed during the early school years are crucial to the child's behavior as an adult, the elementary teacher occupies a unique position in safety education.

The physical, mental, social, and emotional needs of the elementary child often lead to unsafe behaviors that constitute safety hazards to the individual and his group. Essentially, the safety program should be planned to serve the needs of growing children while protecting them from physical harm.

Children should understand the purposes of safety education and must be made aware, but not unduly fearful of the hazards of their environment. They must be guided in recognizing and responding to the dangers that surround them.

Safety instruction should be stressed during regular class periods and should be integrated with every activity of every school day. (See Appendix A) As a result of this constant emphasis on safe living, elementary children should develop the attitudes, knowledge, and behaviors necessary for safe and effective living throughout their lives.

STRAND V

EDUCATION FOR SURVIVAL

Safety Education

Grades K-3

Objectives

The pupil in grades K-3 should:

- recognize that virtually all accidents are preventable.
- become increasingly able to identify common safety hazards in his home, school, and community.
- practice those behaviors that will enhance the safety of himself and others.
- develop wholesome attitudes toward persons whose primary role is to promote safety in the school and the community.
- understand that seasonal and holiday activities often involve special risks to individual and group safety.
- be aware of the interrelationship of safety and mental and physical health.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
I. Traffic and Pedestrian Safety			
A. The pedestrian	The traffic officer and safety patrol members are pedestrians' friends.		The term, "pedestrian," should be explained to children, since it is very likely that they have never before encountered the word.
	It is safer to cross at intersections that have traffic lights and/or the safety patrol.	Have students cut out circles to resemble traffic lights. These can be labeled - green-go; yellow-caution; red-stop.	Statistics indicate a large number of children are killed and injured crossing the streets against the light and at corners.
		Some schools have miniature traffic lights in the primary grades for instructional use.	Set a good example for children by using crosswalks, cross only with the light, etc.
			In 1968, 904 pedestrians were killed, and 27,378 were injured in traffic accidents in New York State. Of these pedestrians, 217 of the killed and 10,772 of the injured were children under 15 years of age.
	Many accidents happen when children enter the street or roadway between parked cars.	Films: "Be your own traffic policeman," or "I'm no fool as a pedestrian." State Health Department Film Library.	Entering a street from between parked cars or from behind obstructions is exceptionally dangerous because the approaching driver does not see the pedestrian approaching the road.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
	Playing in the street can be dangerous.	Construct a map of the school area and let children plan the safest way to and from school.	Where sidewalks are available, pedestrians should never walk in the streets.
	When there are no sidewalks, and pedestrians must walk in the road, there are special safety rules to follow.		Where sidewalks are not available and pedestrians must use the side of the roadway, they should follow these rules: • Walk facing oncoming traffic. • Keep off the pavement, as far to the side as possible. • At night, wear light-colored clothing, and/or carry a light. • If walking in a group, walk in single file.
		Take the class to a marked signalized intersection and cross the street correctly. Stress: Watch for turning cars.	
		Have the adult crossing guard or local traffic policeman speak to the class.	
		Take newspaper photographs of people crossing at the intersection and have a	

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		discussion asking such questions as, "What are these people doing correctly?" Have pupils use toy automobiles and portable traffic signals in order to show how traffic is controlled.	
			Recent death rates from motor vehicle accidents among boys were about twice that of girls in the 5-14 age group.
	Children should stay away from strangers.	Discuss what to do when approached by a stranger in various situations.	Safety precautions concerning strangers: • do not accept gifts or rides • do not play alone in empty buildings or in alleys • report any type of molesting • keep a safe distance when a stranger asks a question.
		Have children make traffic sign posters. Discuss the safety meaning of these signs. Have a child play the role of a policeman, other children practice giving their name, address and telephone number to him.	

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		Make up pedestrian nursery rhymes. Films: "The safest way," or "One little Indian." State Health Department Film Library.	Sample pedestrian nursery rhymes: Mary, Mary, quite contrary, didn't watch out as she crossed Along came a car, and knocked her so far That contrary Mary got lost. --- Hickory, Dickory, Dock, Don't cross in the center of the block. --- Jack be nimble, Jack be quick, Jack jump over the candlestick Stay on the sidewalk, as you play Streets are for cars, so keep away. --- Little Bo Peep wears clothes that are white, So drivers will see her as she walks at night. --- Little Jack Horner, crossed at the corner, he knew his safety rule: "Cross at the green, not in between." when walking twixt home and school. ---

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			Ten little Indians, standing in a line One ran out between parked cars and now there are nine. ----------
B. The automobile passenger	Safe riding practices and habits are essential.	Discussion: Why does the safety conscious passenger enter an automobile on the curb side? Why lock all doors before the automobile gets in motion?	Entering from the curb side prevents the pedestrian from walking in the street where cars may be passing. Studies show locked doors do not open on impact. The passengers have less chance of falling out of the vehicle.
	Understand rules for passenger safety.	Demonstrate how to release and fasten a seat belt. Discuss rules and the type of safety belts recommended by New York State. Have children report on the various safety features of their family's or neighbors' autos.	Suggested partial list of rules for passengers: • Seat belts must be fastened before car is put into motion. • If vehicle has no seat belts, everyone must sit back against the seat. • No one should shout or yell as this may distract the driver. • Everyone must keep hands, head, and possessions inside the car windows. • All doors must be locked when the car is in motion.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		Discuss these rules with the class.	6. No hard, sharp-edged or heavy toys should be used when riding. 7. No lollipops or ice cream on a stick should be eaten while riding in the car. 8. Children should ride in the back seat to avoid being thrown against the dash board or through the wind-shield on a sudden stop.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
II. School Bus Safety	Obeying safety rules is necessary to reduce school bus accidents.	Discuss local school policies for school bus passengers.	School bus rider rules: • Be on time at the designated school bus stop. • Stay off the road while waiting for the bus. Conduct yourself in a safe manner while waiting and respect the property of others. • Wait until the bus comes to a complete stop and the driver signals you to enter. • Be careful in approaching bus stops. • Walk on to the bus.
A. Prior to loading		Have children color a drawing of a bus, show lights and safety markings. Have children practice safe methods of boarding and leaving a school bus. Have the school transportation supervisor speak to the class. Have the children give a skit showing good conduct on a school bus. Make or buy posters on school bus safety.	All passengers must obey the school bus driver. He is in charge and is responsible for the safe operation and conduct of the bus. If a safety patrol exists in the school, the members may assist the driver with attendance, safe loading, maintenance of order, arranging lunches, books, etc., assist children with crossing, help in emergency.
B. While on the bus	There are safety rules for bus passengers.		While on the bus: • Keep hands and head inside the bus at all times.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		Film: "School bus patrol." American Automobile Association.	• Do not eat on the bus--keep the bus safe and sanitary at all times. • Do not do any loud laughing and talking because it may divert the driver's attention and could result in an accident. • Treat the bus equipment as you would furniture in your home. • Do not tamper with any of the equipment on the bus. • Do not leave books, lunches, or other articles in the bus. • Keep books, lunches, and other articles out of the aisles and off the floors. • Do not throw anything out of the windows. • Remain seated while the bus is in motion. • Do not "horseplay" in or around the bus. • Be courteous to the driver and to fellow pupils and riders. • Maintain a quiet when approaching a railroad crossing so that the driver can hear an approaching train. • In case of emergency, remain in the seat unless otherwise instructed by the driver.
	Good conduct on a bus is essential to the safety of bus riders and pedestrians.		

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
C. After leaving the school bus	Many accidents occur after the pupil leaves the school bus.		Procedure for crossing the road when leaving the bus: • Cross the road, when necessary after getting off the bus, at least ten feet in front of the bus, but only after looking to be sure that no traffic is approaching from either direction. • Help to look after each other. • Be alert to the danger signal from the driver.
D. Emergency bus drills	Emergency bus drills may help save lives.	Have the pupils discuss emergency bus drills.	New York State requires three emergency bus drills per year.
	School districts and the State of New York Education Department require school bus drills.	Have a teacher ride with pupils to get them acquainted with procedures. Practice school bus drills.	The following procedures are suggested: Have pupils board the bus and be seated. Have instructor explain to pupils the following: • the importance of remaining calm • location of the first aid kit • how to use the first aid kit

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			• how to conduct themselves at the scene of the accident: •follow the instructions of the driver •stay off the highway •do not light matches •do not move any injured individuals •if the bus overturns, care should be taken not to step on or move the injured passengers. •always be on the lookout for broken glass, sharp pieces of metal, and the danger of fire. Certain windows that are labeled "exit," can be opened.
		Have a small test on rules and regulations of your school district's procedures.	

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
III. Bicycle Safety	There are fundamental laws for bicycle riders.	Let the pupils make a list of bicycle laws in accordance with their grade level. Film: "I'm no fool with a bicycle." State Health Department Film Library. Film: "If bicycles could talk." Aetna Life Insurance Co.	The National Committee on Uniform Traffic Law and Ordinances, Article XII, Regulation for Bicycles: • No bicycle should be used to carry more persons than it is designed to carry. • Every person riding a bicycle shall ride nearest the right hand shoulder of the road--exercising due care when passing a standing vehicle or one proceeding in the same direction. • Persons riding on the roadway should not ride more than two abreast. • No person operating a bicycle shall carry any package, bundle, or article which prevents the rider from keeping at least one hand on the handle bars. • No person shall ride a bicycle on the sidewalks in a business district.
A. Required equipment for a safe bicycle.	Bicycles must have safety equipment to help avoid accidents.	Have group discussion on required equipment. Film: "The day that bicycles disappeared." American Automobile Association.	Section 12-20 - Uniform regulations for Bicycles: • Every bicycle when in use at nighttime shall be equipped with a light

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			on the front which shall emit a white light visible from a distance at least 500 feet and a red reflector visible to the rear for at least 50 feet when upper beams of auto headlights shine on it. • A red light may also be used in the rear. • No person shall operate a bicycle unless it is equipped with a bell or other device capable of giving a signal audible for a distance of at least 100 feet, except that a bicycle shall not be equipped with, nor shall any person use, a siren or whistle. • Every bicycle shall be equipped with a brake which will enable the operator to make the braked wheel skid on dry, level, clean pavement.
		Ask a policeman to talk to the group on the why of safety equipment.	
		Discuss accident reports involving bicycle and auto; or bicycles and pedestrians.	The National Safety Council, *Accident Facts*, points out "Four out of five fatal accidents with bicycles are believed associated with unsafe practices. The most significant of the violations

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			were proceeding without having the right of way, and improper turning. Others high on the list include ignoring stop signs or signals, riding in the center of the street, or too fast, carrying an extra rider."
B. Basic skills	Certain skills are required to ride a bicycle.		Studies now show 9 out of 10 accidental deaths in pedal cycling are among males and 72% are in the age group 5-14.
C. A comprehensive school and community program		Conduct a bicycle inspection day. Conduct a bicycle safe riding course. Start a bicycle club. Emphasize safety. Discuss the dangers of riding double and fancy trick riding.	A complete bicycle safety program is suggested: • Have school attorney check legislation to enable the teachers to conduct a bicycle safety program. • Service clubs and P.T.A. can assist the teachers. • The school can conduct knowledge tests. • The school should register all bicycles - central file. • The police can inspect all bicycles entered in competition. • Police and P.T.A.'s can conduct skill tests. • Service clubs can present bicycle stickers for the rear fender.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			• Police or school administrator can present certificate of completion of the program. • Bicycle racks and locking devices are needed.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
IV. Fire Safety			Deaths resulting from fire number 7,000 a year in the United States. Many fire deaths are caused by asphyxiation.
A. Benefits	Fire has benefits and dangers.	Discussion: Benefits and dangers of fire. Follow up with a list on the chalkboard.	
B. Dangers			
C. The causes of fires	There are many causes of fire but many are caused by children playing with matches.	Make a scrapbook of the fires reported in the local newspaper. Make a list of the causes and probable cuases. Film: "I'm no fool with fire." State Health Department Film Library.	The causes of fire may be listed as: • playing with matches • careless smoking • faulty heating equipment • improper use of electricity • open flames and sparks • flammable liquids and explosives • defective and overheated chimneys • accumulated rubbish • spontaneous ignition
D. Protection from fire	The local fire department is equipped to control fire.	Arrange a field trip to the local fire department. Demonstrate the use of fire extinguishers on various types of fires.	Before visiting the local fire department, be familiar with the: • location • functions • personnel (staff, volunteers)

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			• equipment • organization
E. Fire drills	The fire drill is a preparedness procedure designed for the protection of pupils and school personnel.	Discuss the basic procedures in a fire drill: • detection of a fire • sounding of the alarm • evacuation of the building • control of the fire Film: "Penelope changes her mind." State Health Department Film Library. Children can make fireman's hats from red poster paper.	The pupils should understand the use of fire doors, correct way to leave a smoke-filled room; proper method of putting out clothing fires; correct conduct at a fire; traits of a good fireman. Practice a fire drill. Assign door holders, marshalls. The teacher with record book is last to leave the classroom. Someone should be responsible for handicapped children. The teacher should call the roll and report to the principal. New York schools in cities under 125,000 are required to have 12 fire drills per school year with eight before December 1 of each year. Each school must be inspected each year before December 1st and a report sent to the State Education Department. Schools are required to have a blocked exit drill and one drill involving fire escapes when feasible.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			Education Law #807 It is good procedure to let K-3 grade pupils know when the first drill is to be held. Children should be instructed not to talk during a fire drill so that commands may be heard by everyone. The administration should provide alternate shelter if there is a fire. This will facilitate attendance taking, getting out of the weather, etc. The signal for the return to the building must be a different one from that of the fire bell. Seeing that everyone leaves the building safely during a drill is as important as the timing of the drill.
F. Reporting a fire	All children should know how to report a fire.	Ask the local fire department to supply a dummy alarm box for practice purposes. Have children make a cut-out of a fire alarm box.	

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
	The telephone is an efficient way to report a fire. A responsible adult will get help if you cannot.	Practice reporting a fire with a practice telephone which can be secured from the local phone company. Make a flannel board display. Obtain a speaker from the local fire department. Have the fire apparatus visit the school. Ask pupils to report on recent fires.	Children could be taught the fire triangle. When one of these is taken away, the fire will go out.
G. False alarms	False alarms are dangerous and may cause deaths.	Have a fireman talk to the class on the dangers and cost of false alarms.	Perpetrating a false alarm is punishable by a fine and possibly a jail sentence, or both. The person doing so may be responsible for someone's death. The National Fire Prevention Association reports the total loss from fire in the United States each year is over one billion dollars. Each year there are about 3,500 reportable school fires.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
V. Home Safety	The home can be a safe place if all members of the family work together to make it safe.	Have pupils construct model homes. Point out safety features and accident features. Have children do a skit on safety. Use puppets to depict hazards and safety procedures. Make safety posters.	
A. Falls	Falls are a major cause of disability and death.	Discuss some causes of falls and ways of preventing them. Have the children list some reasons for falls. Bring in newspaper clippings of home accidents due to falls.	Suggested topic areas for falls: • scattered toys • playing on stairs, banisters, and furniture • climbing sills, trees, unlighted cellar steps, boxes, and the like • disposing of fruit peels • spills • use of handrails
B. Burns	Burns, many of which can be prevented, may be serious.	Have pupils tell of accidents they know have occurred in home, and tell how they might have been prevented.	Suggested topic areas for burns: • playing with matches • playing near stoves, bonfires, open fireplaces, and utensils containing hot liquids • tipping pans and skillets to see what is in them

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			• what to do if burned • what to do in case of fire
C. Electrical equipment	Electricity is valuable when used correctly.	Have children draw a floor plan of their home. Discuss ways to prevent accidents by good lighting, etc.	Suggested topic areas for electrical equipment: • playing with electrical appliances and equipment • dangers of cords and sockets • dangers of light switches and chains in bathrooms The local electrical company has materials on electricity and safety.
D. Poisons	Household substances may be poisonous and should be used only as directed on the label.	Have the pupils make a list of household substances used in the home that may be poisonous. Compare labels of several typical household substances. Point out the distinguishing features for poisons. Film: "How to have an accident in the home," State Health Department Film Library. Bulletin: "A guide to teaching poison prevention in kindergarten and primary	Suggested topic areas for poisons: • dangers of curiosity of exploring contents of bottles and small containers • taking unidentified pills from other children • dangers of sprays • recognizing of poison labels An overdose of a common medication such as aspirin, causes innumerable deaths in young children. Recent law states that no more

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		grades," Supt. of Doc. Washington, D. C. Use the bulletin board for a display of pictures of poisons that may be found in the home.	than 18 children's aspirin can be sold in a bottle.
E. Animals and other pets	Animals, even those that are pets, are sometimes dangerous.	Cut out articles about animals and safety; i.e. biting, rabies, etc. Have a veterinarian talk to the class.	Precautions in playing with animals: • do not tease animals • be cautious when approaching animals. Do not startle them. • Animals may be dangerous if their offspring seem to be threatened. • Do not play with pets when they are feeding.
F. Asphyxiation and other hazards	Some homes contain many substances and objects that may be hazardous.	Discuss the dangers of: • plastic bags	Thin plastic bags are very dangerous and cause hundreds of deaths in the United States a year. They should not be used on babies' cribs. Tie a knot in the bags when through with them and discard immediately.
		• unguarded, unused refrigerators	Unguarded, unused refrigerators should have doors removed.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		Film: "Behind the closed door." State Health Department Film Library.	
G. Neighborhood hazards	Some hazards exist in all neighborhoods.	Have students tell about hazards in the neighborhood -- and how they can be eliminated or minimized.	With increased building and road construction in some areas, hazards exist at times. Neighborhood hazards: • excavations • railroads • creeks and rivers • dumps
H. Obtaining assistance in an emergency	Students should recognize serious injury and know how to obtain assistance as rapidly as possible.	Demonstrate the use of a telephone to get assistance.	The fastest method of obtaining assistance may be by dialing the operator.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
VI. School Safety		Ask the following to discuss safe practices: • custodian • member of corridor patrol • school nurse-teacher Demonstrate the proper way to drink from the drinking fountain, taking turns as a safety measure.	The proper techniques for passing through corridors at dismissal time should be supervised and taught. Establish a routine for conduct at the drinking fountain.
A. School routine	Following a good school routine makes it safe for all.	Other suggested activities: • Sing a song about safety • Have a "Safety Day" • Make a "Be Careful" scrapbook with pictures of people doing unsafe things.	Suggested song: "Sing a Safety Song" Tune "Yankee Doodle": "Oh, let's obey the safety rules And add some for good measure At school, at home, and on the playgrounds, We'll have our share of pleasure. Chorus Girls and boys remember what Safety rules are made for. Keep them all or else someday In sorrow they'll be paid for."
1. The school plant	Many objects in the school environment are provided for pupil protection.	Conduct a field trip in the school building to observe safety features of the plant.	Safety features found in the school plant may include: handrails, mats near doors, fire equipment, safety door

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
		Review reports on accidents and consider how they might have been prevented.	locks (crash bars) that open from inside, good lighting, wide corridors, waste receptacles, mats in gymnasium, etc.
	All rooms should be safe and pleasant.	Have crayon drawings done by the children to illustrate a safety lesson.	
		Discuss the reasoning for mopping up spilled liquids on the floor. Use the lunch room as an example.	Put toys away when done with play.
	Accident reports are essential.	Have pupil make a cut-out, then have him write a safety jingle on it.	The teacher should study the school's *Accident Reports* to see how children are being hurt and plan lessons accordingly.
		Grab Bag Game - Fill a large bag with pictures of various items. Have the pupils select a picture such as scissors, matches, sharp instruments and have them tell how each should be handled safely.	
2. Potential hazardous objects in common classroom use	Many objects in common classroom use are potentially hazardous and should be used correctly.	Use flannel board to show pictures of sharp objects and other materials used in the classroom which may be dangerous, such as paint, paste, etc.	

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
3. Appropriate conduct (Danger of tricks, tripping and roughness)	"Horseplay" frequently results in accidents.	Use bulletin boards to point out safety rules in school. Use hand puppets to demonstrate good manners which affect safety.	Good Safety Rules: • walk - don't run • keep aisles clear • return all materials to the proper place, etc. • stoop to pick up objects, etc. instead of bending at the waist.
B. Playground safety			
1. General rules	The right way is the safe way.	Give a demonstration of the proper use of playground equipment. Have the children examine the equipment and discuss possible hazards.	Equipment should be inspected daily. The playground supervisor should be present on the playground during assigned hours for student safety. For example:
2. Use of equipment a. swings b. climbing monkey bars c. slide	The proper use of equipment is important in preventing accidents.	Poster: "Playground safety." National Safety Council. Select a playground leader each week to check the play area. This child should report his (her) findings to the teacher or teacher's aide.	• Guard against pupils running into swings, etc. • Make sure the child has a good grip with thumb around the monkey bar when climbing. This prevents hand slipping. • Inspect the slide and allow only one pupil to climb up at a time. The danger spot is usually when the pupil reaches the bottom of the slide when he may sustain leg and ankle injuries.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
3. Activities	Precautions can be taken during the performance of various activities to prevent accidents.	Ask the elementary physical educator to demonstrate the basic skills needed during physical activities to prevent accidents. Let the children formulate ways to reduce the number of accidents. Film: "Let's play safe." State Health Department Film Library. The teacher may want to use a playground patrol to help during activity periods.	Many accidents in the school occur during free play. Some accidents happen because of the nature of the activity such as running, jumping, speed, etc. The teacher must recognize and guard against accidents in each activity. Pupils should be cautioned against running without looking where they are going as it can be dangerous.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
VII. Winter Safety			
A. Sledding	Safe sledding can be fun.	Have posters made showing safe sledding practices.	Sledding should be done in a safe area. Some cities close a street for sledding. Schools which have a sledding area should use this during school hours with proper supervision. Sledding is safer away from trees. If a sled is designed for one person, it should only be used for one person at a time. When used properly, separate paths for going uphill and downhill can prevent sledding accidents. Warm and comfortable clothing should be worn when sledding.
B. Skating	Skating is good exercise.	Bulletin boards on skating can be made.	Skate only where the ice has been tested for thickness and strength. Don't skate alone. Use a skating rink, where supervision exists, if available.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
C. Skiing	Correct and safe methods of skiing are essential.		Warm and comfortable clothing should be worn. Skiing should be done only by those who have prepared their bodies for skiing. Fundamentals are necessary before skiing is accomplished. Ski only in a safe area with no rocks or stumps. One should not attempt what others do unless one has perfected the necessary skill. Safety bindings are important in safety.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
VIII. Spring and Summer Recreational Safety			
A. Kite flying	Kite flying should be done in a safe area.	The local power company has materials on this subject.	Stress: • No metal on kites or twine, use only string. • Stay away from power lines, TV and radio antennas. • Do not climb to retrieve a kite. • Do not attempt to get a kite from a power line by reaching or climbing the pole, etc.
B. Swimming	Fewer swimming accidents would occur if people became more skillful while swimming and observed all water safety rules.	Plan a "Learn to Swim Week" with the physical educator. Cut out from the newspaper, accounts of swimming accidents and discuss them in class. Films: "Let's be at home in the water" and "I'm no fool in water." State Health Department Film Library. Use reference area of the library.	Rules - Know Your Limitations • Swim only in a supervised area where a qualified adult or lifeguard is on duty. • Keep clear of the area under the diving board. • Observe all signs and regulations. • Know the depth of the water. • Don't swim alone. • Farm ponds can be dangerous. • Do not use flotation equipment where you would be in trouble if it failed.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
			One in every four drownings occurs to recreational swimmers.
C. Boating	Boating rules are for your protection.	Make posters showing safe boating practices.	Safe Practices: • Sit still in a boat. • Do not overload a boat. • Wear life preservers. • Don't distract the operator.
D. Camping and hiking	Camping and hiking skills should be learned.	Make posters such as "Smokey the Bear" Draw pictures of poison ivy. Ask pupils to report on poison plants such as poison ivy; appearance, places of growth; means of eradication. American Red Cross First Aid Text has colored pictures of poison ivy. Make a scrapbook for camping and hiking. Film: "I'm no fool having fun." State Health Department Film Library.	It is best to adhere to these regulations when camping and hiking: • Keep with the group, facing the traffic. • Wear suitable clothing, shoes, sun hat. • A first aid kit should be included. • A compass is a necessity. • Be sure that drinking water is safe. • Poison plants should be avoided (poison ivy, poison oak, and poison sumac). • Do not eat fruit and vegetation that are unfamiliar. • Put out all camp fires when leaving the camp. Conservation Department will send free materials covering plants, snakes, etc.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
IX. Holiday Safety	Children may be victims of accidents at holiday time.		Because of the excitement children tend to forget safety at holiday time.
A. Halloween	Halloween can be fun if everyone is careful.	Demonstrate how to equip a jack-o-lantern with an electric light bulb or flashlight.	Jack-o-lanterns are safer when a flashlight is used inside, instead of a candle.
1. Costumes	Some costumes are hazardous when worn after dark, because they prevent a motorist from seeing the wearer. Costumes should be flameproof.		Every year children are traffic victims because motorists do not see them. The masks should allow good visibility for the pedestrian.
2. Games as "trick or treat"	There are dangers involved in certain games such as "trick or treat."	Discussion: • Why is "trick or treat" fun? • How can we make it safe?	Precautions in planning games such as "trick or treat": • Have an adult accompany the child. • Visit only houses, or apartments where occupants are known. • Do not eat food or other edibles that do not have a protective covering or that can not be washed.
B. Conservation Day	Pets need proper care.	Have guest reporter from the Society for the Prevention of Cruelty to Animals or the Conservation Department.	Children should be taught that some pets, such as rabbits and chicks, should be handled very little. Animals need food, water, and a clean habitat.

REFERENCE	MAJOR UNDERSTANDINGS AND FUNDAMENTAL CONCEPTS	SUGGESTED TEACHING AIDS AND LEARNING ACTIVITIES	SUPPLEMENTARY INFORMATION FOR TEACHERS
	Not all animals are suitable as pets.		
	Animals will scratch and bite for protection or survival.	Have pupils read stories about animals and report on some habits of animals. Make a list of the animals in your school area.	Safety precautions: • Do not tease animals, • Animal scratches or bites need immediate attention. Wash with soap and water immediately and seek medical advice from proper authorities. Animal bites can cause rabies.
C. Independence Day	Fireworks are illegal for general public use in New York State.	Obtain newspaper or other sources of reported injuries caused by improper use of fireworks.	
	Fireworks may only be used by those legally authorized to use them.		Since the outlawing of these dangerous devices, reported accidents are at a minimum. Some fireworks are still entering New York State from other countries and states that do not have laws prohibiting their use.
D. Vacation driving	Safety practices, such as using seat belts, can be used by children while riding in a car.	Film: "Safety belt for Suzie." State Health Department Film Library.	Children should be shown how to use seat belts and told why they must be worn. The dangers of rough playing in a car should be emphasized.

REGULATIONS
of the
Commissioner of Education
of the
State of New York

Section 153. Safety Education

Instruction in safety education, including highway and traffic safety, shall be given to all pupils in both elementary and secondary grades; such instruction shall be made a definite part of the school program either as a special subject or in connection with instruction in other subjects; comprehensive plans for safety education shall be organized by local school authorities including highway and traffic safety, home safety, recreational safety, industrial and occupational safety, and school safety, to insure the development of safety habits in all the varied activities of everyday life; and the instruction in safety education shall be given for not less than 30 periods, or the equivalent thereof, in each year in the elementary schools (grades 1 to 8), for not less than 30 periods, or the equivalent thereof, in each year in the junior high school (grades 7 to 9), and for not less than 15 periods, or the equivalent thereof, in each year of the senior high school (grades 10 to 12).

STUDENT REFERENCES

Textbooks: Can be used as teacher reference.

Health and safety series such as those of the following companies:

American Book Company, 351 East Ohio Street, Chicago 11, Ill.

Bobbs-Merrill Company Inc., 1720 East 38th Street, Indianapolis 6, Ind.

Ginn and Company, 2301 Prarie Avenue, Chicago 16, Ill.

Laidlaw Brothers, Thatcher and Madison, River Forest, Ill.

Macmillan Company, 60 Fifth Avenue, New York 11, N.Y.

Scott,Foresman and Company, 433 East Erie Street, Chicago 11, Ill.

John C. Winston Company, 1010 Arch Street, Philadelphia 7, Pa.

SAFETY EDUCATION

Multimedia Resources

TEACHER REFERENCES (K-9)

These supplementary aids have not been evaluated. The list is appended for teacher convenience only and teachers in the field are requested to critically evaluate the materials and to forward their comments to the Curriculum Development Center.

Books

American Association for Health, Physical Education and Recreation. *Annual safety education review.* 1968 and several previous years.

____ *Teaching safety in the elementary schools.* 1962.

American Automobile Association. *Sportsmanlike driving.* McGraw-Hill. New York. 1965.

American National Red Cross. *Swimming and water safety.* Doubleday and Company. New York. 1968.

____ *First aid.* Doubleday and Company. New York. 19__?.

Center for Safety Education. *Driver education and traffic safety.* Prentice-Hall. 1967.

Department of Defense. Office of Civil Defense. *In the time of emergency - a citizen handbook on nuclear attack and natural disasters.* 1968.

Florio, A.J. and Stafford, G.T. *Safety education.* McGraw-Hill Book Company. 1969.

Forsythe, C.E. *The administration of high school athletics.* Prentice-Hall. 1962.

Gabrielson, A.M. and Coswell, M. *Sports and recreation facilities.* Prentice-Hall. 1958.

Gabrielson, M.A., et. al. *Aquatics handbook.* Prentice-Hall. 1968.

Glenn, Harold. *Safe living.* Charles A. Bennett. 1960.

Grieve, O.J. *Liability for sports and athletics.* A.S. Barnes Company. 1969.

Haddon, W.B., et. al. *Accident research: methods and approaches.* Harper and Row. 1964.

Books (Con'd)

Henderson, J. *Emergency medical guide*. McGraw-Hill. 1969.

Holden, R. *All about five*. Random House. 1964.

Kilander, F.H. *School health education*. The Macmillan Company. New York. 1962. pp.215-250.

National Education Association. *Improving safety patrols: a guide*. Safety Education Commission. 1968.

____ *Our schools plan safe living*. rev. ed. 1966.

____ *School safety education program*. 1966.

Seaton, D.L., et. al. *Administration and supervision of safety education*. Macmillan Company. New York. 1964.

Stack, H.J. and Elkow, J.D. *Education for safe living*. 4th ed. Prentice-Hall. 1966.

Strassen, M.K., et. al. *Fundamentals of safety education*. The Macmillan Company. New York. 1964.

Films (referred to in activities)

"A glass door: lesson for Charlie." 12 minutes. color. New York State Health Department Film Library.

"A mowing lesson for Charlie." 8 minutes. color. New York State Health Department Film Library.

"Be your own traffic policeman." 10 minutes. color. New York State Health Department Film Library.

"Behind the closed door." 15 minutes. color. New York State Health Department Film Library.

"Be water wise." 25 minutes. color. New York State Health Department Film Library.

"Bicycle rules of the road." 11 minutes. New York State Health Department Film Library.

"Boating safety." 18 minutes. color. New York State Health Department Film Library.

"Breath of life." 16 minutes. color. Pyramid Films.

"Danger: high voltage." 15 minutes. color. New York State Health Department Film Library.

"Help prevent fires." 12 minutes. color. National Fire Protection Association.

"How to have an accident in the home." 8 minutes. color. New York State Health Department Film Library.

"If bicycles could talk." 14 minutes. color. Aetna Life Insurance Company.

"I'm no fool as a pedestrian." 8 minutes. color. New York State Health Department Film Library.

"I'm no fool having fun." 8 minutes. color. New York State Health Department Film Library.

"I'm no fool in water." 10 minutes. color. New York State Health Department Film Library.

"I'm no fool with a bicycle." 8 minutes. color. New York State Health Department Film Library.

Films (Con't)

"I'm no fool with fire." 8 minutes. color. New York State Health Department Film Library.

"Ice rescue." 8 minutes. New York State Health Department Film Library.

"Let's be at home in the water." 10 minutes. color. New York State Health Department Film Library.

"Once upon a bicycle." 10 minutes. New York State Health Department Film Library.

"Penelope changes her mind." 9 minutes. color. New York State Health Department Film Library.

"Play ball, play safe." 15 minutes. New York State Health Department Film Library.

"Safe living at home." 10 minutes. color. New York State Health Department Film Library.

"Safe living at school." 10 minutes.Association Films.

"Safety belt for Susie." 11 minutes. color. New York State Health Department Film Library.

"School bus patrol." 12 minutes. color. American Automobile Association.

"Ski sense." 27 minutes. Aetna Life Insurance Company.

"The bicyclist." 15 minutes. color. New York State Health Department Film Library.

"The day bicycles disappeared." 15 minutes. American Automobile Association.

"Water rescue." 12 minutes. color. New York State Health Department Film Library.

"Your school safety patrol." 14 minutes. color. American Automobile Association.

SOURCES OF ADDITIONAL MATERIAL AND INFORMATION

Aetna Life Insurance Company, 151 Farmington Avenue, Hartford, Conn. (ask for pamphlet and film list).

American Academy of Pediatrics, 1801 Hinman Avenue, Evanston, Ill. (ask for - "A directory of safety films" and pamphlets).

American Association of Health, Physical Education and Recreation, 1201-16th Street, Northwest, Washington, D.C. 20006 (ask for "Teaching safety in the elementary school").

American Automobile Association, 1712 G. Street Northwest, Washington, D.C. 20006 (ask for material on "School patrols").

American Medical Association, Department of Health Education, 535 North Dearborn Street, Chicago, Ill. (ask for "Health education for schools and college", a monthly printing as well as various pamphlets).

American National Red Cross, 17th and D. Streets Northwest, Washington, D.C. 20006 or eastern area - 615 North Street Asaph Street, Alexandria, Va. 22314 (ask for water safety booklets and safety posters and discussion guides provided by the American Red Cross Youth Fund).

American Public Health Association, 1790 Broadway, New York, N.Y. 10019.

Bicycle Institute of America, 122 East 42nd Street, New York, N.Y. 10017 (ask for sample program on bicycle safety and posters).

Boy Scouts of America

Center for Safety Education, New York University, New York, N.Y. 10003. Employers Mutuals of Wausaw, Wausaw, Wis. (ask for kit of materials and directory of safety films).

Forest Service - United States Department of Agriculture, Washington, D.C. 20025.

Goodyear Tire and Rubber Company, Public Relations Department, 1144 East Market Street, Akron, Ohio 44316 (ask for folder of materials on safety).

National Board of Fire Underwriters, Public Relations Department, 85 John Street, New York, N.Y. 10038.

National Commission on Safety Education - N.E.A., 1201 16th Street Northwest, Washington, D.C. 20006 (ask for safety guides, checklist of safety and safety education in your school and safety posters).

National Congress of Parents and Teachers, 700 North Rush Street, Chicago 11, Ill.

National Fire Protection Association, 60 Batterymach Street, Boston, Mass. 02110 (ask for packets of safety materials).

National Safety Council - School and College Department, 425 North Michigan Avenue, Chicago 11, Ill. (ask for Safety Education Data Sheets and monthly safety lessons).

National Society for the Prevention of Blindness, 16 East 40th Street, New York, N.Y.

New York State Department of Health, 84 Holland Avenue, Albany, N.Y. (ask for catalog of pamphlets and catalog of films).

New York State Department of Health, Accident Prevention Consultant, 84 Holland Avenue, Albany, N.Y. (for specific information on accident prevention).

New York State Thruway Authority, Safety Service Section, Albany, N.Y.